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ABSTRACT

Resources for teaching about modern and ancient Egypt are provided in this guide for intermediate grade social stuides teachers. Material includes: a detailed outline for a unit on Egypt which contains a geographic overview followed by sections on the Nile River Valley, agriculture, the pharoahs, religion, architecture, science, hieroglyphics, transportation, and housing; a list of 20 activities and questions to accompany the unit and suggestions for evaluation; and bibliography of filmstrips, books, transparencies, texts, and supplementary materials. The bulk of the guide contains copies of intermediate grade students' book reports on Egypt. (LP)

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RESOURCE UNIT ON EGYPT

for

The Intermediate Grades

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Dr. Kenneth Husbands and Dr. Bob Taylor

University of Colorado

April, 1982

SO 015 504

Overview

In the valley of the Nile River, bathed in glittering sunshine, lies the ancient land of Egypt, a narrow strip of green in the midst of the sands of the desert. From the mountains of Central Africa, the Nile cuts its way through mountains and desert to the Mediterranean Sea in the north.

Egypt has a fascinating history and has played an important part in the development of civilization. It led the way in inventions in architecture, sculpture, the calendar, astronomy, government, economics, and many other fields.

Today, Egypt is a modern Arab state in the Middle East. It has a desert climate and many of its people follow the teachings of Mohammed. A study of Egypt provides understanding of an important area of the world, the Middle East. In this unit, it is expected that modern Egypt will be introduced by studying the heritage of the country and contrasting the ancient with the modern.

Objectives

1. To provide a background in the historical growth and development of Egypt.
2. To give an understanding of the geography of Egypt and the Middle East.
3. To provide an understanding of Egypt as a modern Arab state.
4. To develop the following skills and abilities:
   a. Critical thinking
   b. Interpreting maps, globes, charts
   c. Learning new words and concepts
   d. Using concepts of time
   e. Locating information
   f. Vocabulary building

Content

1. Location and physical features of Egypt
   a. Located in northeast Africa on the Mediterranean Sea
   b. Little yearly rainfall
   c. Land mostly desert
   d. Nile River runs Egypt's entire length--south to north
2. Nile River Valley
   a. Need for irrigation
   b. Yearly floods leave layer of rich black silt
   c. Crops must be irrigated to survive
   d. Early Egyptians developed a system of irrigation canals
3. Egyptian farming
   a. Can only farm land near the Nile
   b. Ancients used wooden tools--plows, hoes
   c. Had copper bladed sickles by 3,000 BC
   d. Ancients had many farm products--barley, wheat, grapes, beans, peas, onions, cabbage, olives, milk (goats and cows), eggs (geese), fish
4. Rule of the pharaohs
   a. 4,000 BC - 3,000 BC--villages independent and peaceful; as population increased, the need for organization and government increased
   b. Upper and Lower Egypt unified by Menes
   c. Man-god ruler
   d. Developed governmental structure--taxes, military services, etc.
   e. Society had social classes--slaves to pharaoh and royal family
   f. Economy based on agriculture--many special craftsmen, e.g. coopersmith, jeweler, glassmaker, potter, weaver, leather maker
5. Religion
   a. Believed in many gods
   b. Ra, god of the sun, was the most important
   c. Osiris, god of death, had great power
   d. Great concern with life after death
   e. Corpse was treated to preserve it for eternal happiness

Content, Continued

f. Corpse buried with everything needed for life after death

g. Built great tombs for the pharaohs and rich

6. Architecture

a. Pyramids of Khufu built 5,000 years ago

b. Pyramid construction displayed advanced knowledge of physics and mathematics

c. Temples to the gods--very large structures with beautiful stonework

d. Sculptures of both pharaohs and gods--some massive, e.g. great sphinx

7. Scientific achievements

a. Developed a calendar

b. Developed land surveying

c. Invented the cubit to measure distance

d. Studied astronomy

e. Developed medicine--surgery, drugs, anatomy

8. Hieroglyphics

a. System of writing combined pictures and signs which stood for objects, ideas, and sounds

b. Eventually simplified pictures to symbols

c. Rosetta stone

d. Used papyrus for writing

9. Transportation

a. Used sleds and rollers

b. Developed war chariot

c. Carts and wagons

d. Boats

10. Housing

a. Poor people lived in houses made of mud brick, and they still do

b. Wealthy lived in large two-story houses

Questions, Problems, Activities, and Projects

No attempt has been made to classify these activities by the nature of the project, its complexity, or the amount of time necessary to complete the project.

1. The story of the papyrus plant and the making of paper
2. Plan and make a series of maps of Egypt.
3. Make and solve cryptograms using short sentences about Egyptian life as content.
4. Make and solve a "King Tut Puzzle." (see appendix)
5. Introduce pupils to Rosetta Stone Unit - Hieroglyphics
   Alva Museum Replicas, Inc.
   3-30 Northern Blvd. L.I.C., N.Y. 11101
6. Learn and play "Senit," an Egyptian game similar to backgammon.
7. Study the different kinds of palm trees in Egypt and describe their importance to the Egyptians.
8. Make a chart showing by months the average temperature and rainfall in Cairo and a city in the United States.
9. Make lists of clothing you would take with you on a trip to Cairo in June and January.
10. Review film strips by completing worksheets. (see appendix for example - "The River Cultures - Egypt")
11. Review the development of Egyptian writing and develop your own "cartouche."
12. Write a story about the construction of the pyramids.
13. Learn Egyptian numerals. How do they differ from U.S. numerals? Do some arithmetic problems using the Egyptian numerals.
14. Build a low wall in your room using bricks you make like the "fellahin."
15. Describe the Aswan Dam. Can you make two lists--one of the good things about the high dam and one about the bad things?
16. Plan and carry out an archaeological "dig." Use large wooden box with sand and artifacts.
17. Prepare an opening ceremony "official program" for the opening of the Suez Canal.
18. By drawing the two, compare the main part of a Christian Cathedral with a Moslem Mosque.
19. Set up a display of various Egyptian animals and how they are used for work in the cities and farms.
20. Draw or build a model of a shadoof and explain how it is used.

Evaluation

Throughout the unit, various methods should be used to aid the teacher in judging the progress of the students.

1. Review the unit with the students and discuss what they learned, enjoyed, disliked, and ideas on how the unit could be improved.
2. At the start of the unit, develop a checklist with the students describing important points to be covered and what is expected from them for the completion of the unit.
3. Have students locate cities, rivers, and boundaries on a map.
4. The teacher could help the students get the events of ancient Egypt in chronological sequence by constructing a chart on the blackboard on which key dates or events are shown.
5. Have students name as many facets of contemporary life as possible which have their roots in Egypt.
6. During the review session on the last day, have the students complete their individual checklists.
7. Give a unit examination over the major concepts of the unit.

Resources

Bibliography I

All materials listed below are found in the Martin Park Elementary School library in Boulder, Colorado.

Call #	Author	Title	Publisher	Date
962	Brander, Bruce	The River Nile	National Geog.	1966
932	Burland, Cottie	Ancient Egypt	Dufour	1962
932	Casson, Lionel	Ancient Egypt	Time Life	1965
932	Fairservis, Walter	Egypt, Gift of the Nile	Macmillan	1963
932	Glubok, Shirley	The Art of Egypt Under the Pharaohs	Macmillan	1980
932	Glubok, Shirley	The Mummy of Ramose	Harper & Row	1978
932	Horizon Mag.	Pharaohs of Egypt	American Her.	1965
932	Macauley, David	Pyramid	Houghton Miff.	1975
932	Mayer, Josephine	Never to Die	Viking	1938
932	Millard, Anne	The Egyptians	Macdonald	1975
932	Pace, Mildred	Wrapped for Eternity	McGraw Hill	1974
Fic	Palmer, Myron	The Egyptian Necklace	Houghton	1961
932	Payne, Elizabeth	The Pharaohs of Ancient Egypt	Random House	1964
932	Wise, William	The Two Reigns of Tutankhamen	Putnam	1964

Filmstrips

932 A	The River Cultures: Egypt	Singer SVE
932 B	Egypt-Land of the Nile	Eyegate
932 C	Egypt's Eras of Splendor	Life
932 D	The Oldest Nation: Egypt	Life
932 E	Ancient Egypt	Life
932 F	Egypt-Ancient Civilizations	National Egog.
932 G	Ancient Egypt	Scholastic
960 A-1	The Nile Valley	Singer SVE
962	A Merchant Family of Egypt	Singer SVE

Resources, Bibliography I, Continued

Transparencies

932	Ancient Egypt	Milliken

Bibliography II

Author	Title	Publisher	Date
Baumann, Hans	The World of the Pharaohs	Pantheon	1960
Carpenter, John	Egypt	Childrens	1972
Ceram, C. W.	Gods, Graves, and Scholars	Knoph	1951
Davis, Jean	Cleopatra's Egypt	Grosset-Dunlap	1963
Drower, M.	Egypt in Color	McGraw-Hill	1964
Elisoton, Eliot	The Nile	Viking	1964
Gritchfield, Richard	Shahat: An Egyptian	Syracuse	1978
Jones, Ruth	Boy of the Pyramids	Random	1952
Lengyel, Emil	Modern Egypt	Watts	1973
Neavles, Janet	The Mystery of the Pharaohs' Treasure	Lippincott	1963
Neurath, Marie & Ellis, John	They Lived Like This in Ancient Egypt		1969
Pine, Tillie & Levine, Joseph	The Egyptians Knew	McGraw-Hill	1964
Weingarten, Viola	The Nile-Lifeline in Egypt	Garrard	1964

Textbooks

Four Lands, Four People	Heath	1966
This Is Our World	S. Burdett	1975
Living in the Old World	Macmillan	1961

Other Materials

Transparencies	Ancient Egypt	Milliken	1969
Carbon Masters	Ancient Civilization: Egypt	Instructo	1971
Alva Classroom Kit	Rosetta Stone Unit	Alva Museum Replicas	-

PUPIL'S FAVORITE BOOKS

Brett Ford
Mr. Keeney's 6th Grade
Foothill School

Ancient Egypt

By: Liorel Casson

This book is very complete in the background and history of Ancient Egypt. It contains material about many subjects from gods to pyramids. It can be especially helpful in preparing a report on Ancient Egypt.

This book gives many facts about the Nile, how it has been a life line to the people of Egypt from ancient times to the present day. It contains a lot of information about the works and contribution of many of the Pharaohs.

The section on wars, weapons, the army and its leaders was very interesting to me.

Another chapter discusses the Egyptian gods and their origin. It also describes the temples, and places of worship.

One of the chapters describes the life of the Pharaohs and their helpers, the scribes, their servants, the vizier (prime minister) and their tax collectors.

There is a very comprehensive section on Hieroglyphics, with explanations about the symbols, sounds and words of the language the Egyptians spoke.

The last part of the book tells about the fall of Egypt.

After each chapter there are many pictures. The ones I liked best were those about the temples, statues, monuments, and King Tut's treasures.

The book Ancient Egypt is quite a challenge for a sixth grader to read. I think it's an excellent reference book.

PUPIL'S FAVORITE BOOKS

Russell McMillan
Mr. Keeney's 6th Grade
Foothill School

The Art of Egypt, Under the Pharaohs

By: Shirley Glubock

This book is about the beautiful art and style the Egyptians used for sculptures, statues, etc.

The art in Ancient Egypt usually told a story about the royalty of a Pharaoh or god.

There is one type of art used for statues of Kings and Pharaohs. It is one of my favorites in this book. It is Horus, the sky god, who takes the form of a hawk. He is usually positioned on the royal person's neck or back, and is having his wings stretched around his head to protect him.

One of the greatest and best known Egyptian forms of art are the great pyramids. The biggest one, Cheops, is 480 feet high and covers 13 acres. It consists of two million stone blocks, some weighing 15 tons. The cutting of the stones was done with small cutting tools.

Much of the art work was done for the kings, gods and Pharaohs. They had tablets telling the story of Egypt. Others showed servants serving the leaders.

There were many beautiful tombs. In Tut's Tomb they found a solid gold mask.

The Egyptians did much art work, which has helped us to learn and know all about Egypt's history.

PUPIL'S FAVORITE BOOKS

Kirsten McMurray
Mr. Keeney's 6th Grade
Foothill School

Ancient Egypt

By: C. A. Burland

This book is called Ancient Egypt. It was small but interesting. I enjoyed it.

The part I'd like to tell you about is Drawing.

Some books were illustrated. The pictures were made by specially trained artists. There were special rules for drawing things. It was considered unlucky to draw in any other way.

All people had to be drawn with the head turned sideways in the same direction as the feet, but the shoulders and arms were turned toward the front. Even though the head was sideways the eye was shown as if it was seen full face.

The Egyptians colored with natural ochres and other powdered minerals. A few vegetable dyes were used. All of the colors were mixed up with water.

Dark blue was made out of a hard rock called lapis lazuli.

Greens were made out of poisonous powder which forms on old copper.

Finely powdered stones made browny-reds, browns, and yellows.

These colors never fade and even today the painted books of Ancient Egypt are bright.

PUPIL'S FAVORITE BOOKS

Kelly Fisher
Mr. Keeney's 6th Grade
Foothill School

Title: Builders on the Desert

Author: Janet Van Duyn

This book was very interesting to me, for I feel that I learned many new and exciting facts about ancient Egypt's citizens, builders, gods, craftsmen, pharaohs, and sequence of funeral procedures. Additionally, I was interested in how Ramses the Great's figures and temples at Abu Simbel were moved because of the building of the Aswan High Dam.

When the Aswan High Dam's plans were finished, they spelled disaster for Ramses the Great's (an ancient Egyptian ruler) two temples and figures of the pharoah sealed along with his favorite wife, Nefertari. As soon as the dam was built, every statue and temple would be covered with water.

After some discussion, seventeen nations donated help and money to the fund for saving the site. In 1963, Egypt signed a contract with Joint Venture Abu Simbel, an organization of engineering companies, to relocate the treasures of Ramses the Great.

This was done by cutting each figure into pieces and then moving each of these separately. When they were reassembled, they were fitted together very carefully so that no cracks would be visible.

After four years of extremely difficult work, the project was finished. It had cost 40 million dollars and much hard labor, yet most agree that the result was more than rewarding. Some of the most beautiful art of the ancient world had been saved.

PUPIL'S FAVORITE BOOKS

Kirsten McMurray
Mr. Keeney's 6th Grade
Foothill School

Title: The Egyptians

Author: Anne Millard

The book I read was called The Egyptians. I liked it because it had a section on almost every area of Egyptian life. The part I am going to tell you about is clothing and cosmetics.

All of the Egyptian clothes were made out of linen. Men wore kilts and women wore straight dresses with two broad straps. Rich people had more elaborate styles, such as pleated kilts or dresses covered with beads. Even though tomb paintings usually show people in white, they also had colorful clothing.

Both men and women used cosmetics. The most important ones were oils used to keep the skin from drying up in the sun. Kohl was used to paint the eyes. Perfumes were also very important.

PUPIL'S FAVORITE BOOKS

Russell McMillan
Mr. Keeney's 6th Grade
Foothill School

Egypt, Gift of the Nile

By: Walter A. Fairservis, Jr.

This book is about the many things that happened in ancient Egypt. I will tell you about my favorite chapter or part of this book.

The ancient Egyptians were very thankful for their life. Egyptians prayed to many gods. They thought they had to pray heavily and believed they were the only people on Earth.

Ancient Egyptians believed the high mountains over the Nile River supported the world. They believed that the Nile River was the only source of life, given to them, and only them.

The highest god was Ra, the sun god. People thought that Ra's boat was the sun and he paddled day after day across the sky. Later, the Egyptians thought Pharaohs would, when they died, get in and help row. Other gods were Nut, the sky goddess, who was held up by Shu, the air god. Shu stood on the back of Kab, god of earth.

Although the Egyptians worshiped the same gods, they had different forms in different cities. Nut, sky goddess, was in forms of a cat, cow, a lovely lady, and a storm. Ra was in forms of a bettle, an old man, a solar disc, and a hawk.

In Egypt, due to the gift of the Nile there were few problems, but the ones which they did have were causes of disaster. Low waters in the Nile, crops drying up, spreading of disease, and enemy invasions, caused the Egyptians to believe that the gods were not pleased with them. When all things went well, they thought they were favored by the gods.

PUPIL'S FAVORITE BOOKS

Aaron Pickett-Heaps
Mr. Keeney's 6th Grade
Foothill School

Never to Die

By: Josephine Mayer & Tom Prideaux

This is a very long book, one that is a challenge to read. Parts of it are difficult to understand. However, it consists of ancient Egyptian legends that are very exciting and interesting to the reader.

The Legend of Creation was written on papyrus as early as 1500 B.C. It most likely was familiar to the Egyptians much earlier. Although very different it has some similarity to the creation story of the Hebrews.

The only complete account of the Osiris story was written by Plutarch in the first century after Christ.

Egypt was an outstanding, powerful, political power, and out-front in civilization development over a very long period of time. This book is most helpful in placing the Egyptian history in a proper sequence.

The Old Kingdom	- 2980-2475 B.C.
The Middle Kingdom	- 2000-1788 B.C.
The Early Empire	- 1580-1375 B.C.
The Later Empire	- 1375-1000 B.C.

PUPIL'S FAVORITE BOOKS

Brett Ford
Mr. Keeney's 6th Grade
Foothill School

The Two Reigns of Tutankhamen

By: William Wise

The title, "The Two Reigns of Tutankhamen," is a bit misleading, because of the 19 chapters, only five tell about Tutankhamen himself. However, if the book was about any one person, it would be Tutankhamen.

The first half of the book is about the Pharaohs. It tells who, what, when, where, why and how the Pharaohs got famous. Besides Pharaohs, the book tells about pyramids and foreign invasions.

Two chapters in the book tell about Egypt's great Empire. The book tells how Tutmosis III built up the Empire.

The next chapters tell about Tutankhamen, his life and his family. It tells where he was buried.

There are whole chapters on the romb robbers and thieves. The book tells that they penetrated nearly every tomb the Egyptians made.

The latter part of the book tells about Howard Carter and Lord Carnarvan in their long hunt for King Tutankhamen's tomb. It tells their discovery of the tomb at last.

The last chapters examine the great finds in the tomb and what they mean to history.

PUPIL'S FAVORITE BOOKS

Kelly Fisher
Mr. Keeney's 6th Grade
Foothill Elementary

Title: Wrapped for Eternity

Author: Mildred Mastin Pace

I learned a great deal of information from this book. Subjects such as how mummies were made, tomb robbers, tomb builders, mummy unwrappers, mummies of caves, bogs and mountains, mummy treasure still to be found, where did all the mummies go?, are all covered in Wrapped for Eternity.

One fact that is quite interesting to me is how bodies can be preserved so well by nothing but the earth and air. Many bodies found in the desert of Egypt have been preserved for thousands of years by only the drying of the sand and the sun's heat. Because bodies have been saved in this way, scientists are able to study the ancient Egyptians' bone structure, health, diet, and medical practices.

(16)

K I N G T U T P U Z Z L E

FIND THESE WORDS:

CARTER
THRONE
TURN
TUT
CHARTER
MUMMY
DIG
KING
COFFIN
CHAMBER
ARCHAEOLOGY
COUCH
CORSELET
GOLD
SHRINE
MASK
SARCOPHAGUS
ANUBIS
MEASURE

A	D	G	N	L	K	L	Q	C	P	E	M	F	B	O
T	D	A	R	C	H	A	E	O	L	O	G	Y	T	R
S	O	R	P	U	V	T	S	[illegible]	B	E	H	J	U	K
U	T	M	Y	L	S	Q	N	F	E	R	C	D	T	Z
G	U	X	B	T	D	I	G	I	H	P	Q	S	A	C
A	D	J	L	M	O	R	S	N	V	Y	B	I	W	F
H	I	R	T	C	H	A	M	B	E	R	G	H	N	O
P	L	A	Z	B	D	H	C	W	Y	P	U	F	L	T
O	N	I	G	T	B	C	O	R	S	E	L	E	T	H
C	O	V	X	E	H	J	A	P	K	S	U	V	I	R
R	C	I	K	L	Q	U	F	R	A	G	O	L	D	O
A	Y	S	Z	R	N	T	E	L	T	K	H	M	I	N
S	A	N	U	B	I	S	N	B	G	E	P	S	T	E
M	C	L	J	U	F	K	I	P	E	S	R	W	H	M
Q	N	F	A	L	D	E	R	U	S	A	E	R	T	L
Y	M	N	U	M	O	N	H	P	E	C	K	R	V	A
W	X	F	I	P	L	M	S	A	D	Z	U	B	S	C

(17)

NAME: _____

DATE: _____

Filmstrip: "The River Cultures - Egypt"

1. Where was the Egyptian civilization located?

2. How was the Nile R. important to the early Egyptians?

3. Why was the star Sirius important to the Egyptians?

4. How did mathematics develop through the Egyptians?

5. Who was the Egyptian pharaoh around 3400 B.C.? Explain the pharaoh's job at this time.

6. When did Egypt become an empire? Why was it such a strong nation?

7. Explain a little about the life of rich Egyptians after 1500 B.C.

8. What city was an example of the richness and grandeur of ancient Egypt?

9. When did Egypt fall and what army conquered it?

   Who was the next army to conquer Egypt?

   And then the next?

10. Name 3 great historical landmarks that still stand in Egypt today.

11. Name 4 contributions of Egypt to civilization.